Picture Pearl Harbor: Caught in the Moment

Overview
Students develop their visual literacy by analyzing photographs depicting December 7, 1941 and the impact the attack had on civilians in Oahu.

Recommended Grade Range
Grades 6-8

Prerequisites
This lesson should follow previous discussions and lessons about World War II and the events connected to the Pearl Harbor attack.

Objectives
- Students will analyze a photograph, making observations about its content
- Students will identify the circumstances in which the photo was taken and consider how it influences the viewer.

Content Standards
Connections to Common Core:
CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.
CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Connections to C3 Framework:
D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts.
D2.His.13.6-8. Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.

Materials Required
- Photocopies of images
  - Teacher selected photo from collection
  - A variety of photos from the collection (One photo per student or pair of students)
- Computer and projector to show examples of photos to entire class

Lesson Plan
Explain to students that they will be looking at photos of civilian life in Oahu during World War II. The attack on Pearl Harbor affected not only the military on the island, but had a great impact on civilians or regular people. During this lesson you will analyze pictures, determine their purpose/use and explain how the photo would affect a viewer.

The teacher can model the activity by showing the class a photo from the online collection with a projector. Ask them to use their visual thinking strategies by verbally answering the following questions:
- What do the people in the photo look like?
Honoring the Past, Inspiriting the Future

- Who might they be?
- What are they doing?
- Where are they? What is in the background?
- Is the photo staged or spontaneous? (May need explanation)
- Why might the photographer have taken the photo?

*Note: To encourage closer observation of the photos, students can divide the photo into four sections and look at one section at a time.*

Student Activity:
- Pass out photo and Photograph Analysis Worksheet. Students should complete the worksheet for their photograph.
- Have the students discuss and describe their photo to another student or small group.
- On the wall or white board, ask students to hang their photo in one of two categories: Spontaneous and Posed.
- Ask the students to compare the tone of the photos in the two categories? Is one category more useful than the other when studying history? What is a benefit of each category of photos when studying history?

Conclusion:
Ask the students to consider the usefulness of studying photos when learning about history. How does it help you relate to civilian’s experience in Oahu during WWII?

Extension Activities:
- As a group students can create a photo showcase. Students put themselves in the role of photographer and explain why they took the photo, how the content of the photo reflects their message and describe the setting in which they took the photograph.
- Students can imagine they are a person in the photo and write an ‘eye witness’ account of the scene of the photo.
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<tr>
<th>Question</th>
<th>Answer</th>
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<td>1. What are the people in your photo doing?</td>
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<td>2. What are the expressions on their faces? What is their body language?</td>
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<td>3. What objects are in the photograph?</td>
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<td>4. Where was this photograph taken?</td>
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<td>5. Is this photo spontaneous or posed? How can you tell?</td>
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<td>6. What is the general mood of the photograph? How can you tell?</td>
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"USS Oklahoma rescue crews are shown here working on the upturn hull of the 29,000-ton battleship USS Oklahoma, which capsized in Pearl Harbor after being blasted by Japanese war planes. Holes were burned throughout the hull to permit the rescue of some of the men trapped below. Note one of the Oklahoma’s launches in the foreground, the battleship, USS Maryland, is in the background." (Official U.S. Navy Photo from OWI).
Damaged plane after Pearl Harbor attack (Graff Collection/U.S. Navy Photograph)
Franklin D. Roosevelt Presidential Library & Museum 74-20:1258
Pearl Harbor attack - Family
Location: Naval Air Station, Kaneohe Bay, Oahu.
"Farewell to Thee" Following Hawaiian tradition, Sailors honor men killed during the 7 December 1941 Japanese attack on Naval Air Station Kaneohe, Oahu. The casualties had been buried on 8 December. This ceremony took place sometime during the following months, possibly on Memorial Day, 31 May 1942. Also at the National Archives as a color print as 80-
Air raid shelter (covered type) in downtown Honolulu - King St. side of Iolani Palace, Aliiolani Bldg is across the street in background. [Edean Ross of Military Governor's Office]
Trenches Safeguard Boys, Girls AIR RAID ALARM FINDS MICK PUPILS ON ALERT The students knew it was only an air raid drill, but they beelined for their trenches as if they had seen the Rising Sun, emblem on a plane with machine guns spouting .50 calibre slugs at them. In exactly 2 minutes 45 seconds, the campus at McKinley high school was cleared of every one of more than 2,000 students. That's how serious they take this matter of air raid practices at McKinley, which accounts for their snappy response to orders.
FIRST AID DRILL: Getting set for any emergency, Liliuokalani school is teaching students the technique of first aid, as pictured here. First aid kits have been provided the pupils to hold demonstrations. In the picture, left to right, are Abigail Ching, Eva Castro, Lila Lee, Mrs. Edith Chang, instructor, and Richard Choy. The "victim" is Johnson Wong.
HWRD0367- Hawaii War Records Depository, Archives & Manuscripts Department, University of Hawaii at Manoa Library

SIGNAL FOR GAS ATTACK: One of Honolulu's 1,500 gas alarms, new being installed throughout the city by the office of civilian defense, gets a near whack from Miss Marjorie Carter, daughter of Mr. and Mrs. Paul L. Carter, 2552 Ala Wai Blvd., of the civilian defense corps. Only authorized persons will be allowed to sound the alarm indicating a gas attack. The alarm itself is an automobile break drum.
HWRD0376 Hawaii War Records Depository, Archives & Manuscripts Department, University of Hawaii at Manoa Library
Tear gas test at Kapalama School to test the efficiency of pupils' gas masks. Left to right: Lt. Doty, Donna Lee Dohlen, Mrs. Beatrice Carter, principal. Out of 477 masks tested only 20 did not fit.